

Instructor(s): Dr. Gladys Evans	Date: 9/6/12-9/7/12
Lesson: “The Elephant in the Village of the Blind (Anonymous) Fiction: Reading, Responding, Writing	Unit:
Lesson Preparation: Goals for Today’s Lesson	
<p>Essential Question(s): What is the best way to find the truth?</p> <ul style="list-style-type: none"> • What is perception? <p>Explain to students that throughout the school year they will be posed with big questions that relate to their life and everyday experiences.</p> <p>Learning Objective: Students will be able to understand the elements of fiction. Students will understand and be able to identify the appropriate way to read, respond, and write fiction.</p>	
CCLS for lesson: Standards:	
Materials/Resources: The Norton Introduction to Literature by Alison Booth, J. Paul Hunter, and Kelly J. Mays	
<p>Instructional Strategies (Differentiation of Teaching and/or activities): Cornell-Note Taking Method Ask students: Do you remember the first story you ever heard? The most recent story you told? Teacher states: No matter what, the point is you have always been immersed in stories...</p> <p>There are great differences between written and oral stories, and also between the experiences of listening and reading.</p> <p>For example oral stories tend to have more fluidity than written... The private experience of reading fiction can be shared and enhanced when you talk with others about what you read, or when you write about it.</p> <p>Tell students: “Stories are everywhere: human beings live by stories, and we would find it hard to make sense of our experiences if we did not create, share, and compare stories about it. Consider this well known tale, “ The Blind Men and the Elephant” a Buddhist story over two thousand years old. Like other oral stories, this one exists in many versions” (p. 13-15).</p>	
<p>Students will know: (Content/Concepts)</p> <ul style="list-style-type: none"> • Students will be able to identify theme in fiction. • Students will be able to determine a theme or central idea of a text and how it is conveyed through particular details provide a summary of the text distinct from personal opinions and 	<p>Students will do: (Skills) Identify textual support and evaluate its meaning. Determine the author's purpose and explain if the purpose was indeed accomplished. Determine the meaning of words and phrases as used in the text and gain a working knowledge of</p>

<p>judgments.</p> <ul style="list-style-type: none"> Students will determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text Students will be able to describe how a particular story's or drama's unfold in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. Students will be able to cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Students will be able to write arguments to support claims with clear reasons and relevant evidence. Students will be able to support claims with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. 	<p>domain specific vocabulary in context.</p> <p>Create written responses explaining how the author develops, compares, and contrasts his/her main idea or argument through multiple topics.</p> <p>Produce clear and coherent writing in which the text structure, development, and vocabulary are appropriate to the specified audience.</p> <p>Demonstrate command of the conventions of Standard English capitalization, punctuation and spelling when writing.</p> <p>Use appropriate transitions to the coherence of written texts.</p> <p>Add relevant facts, concrete details, quotations, and other examples to support a main idea or argument in a written piece.</p> <p>Cite textual evidence to support written responses and apply conventions of Standard English grammar.</p> <p>Write informative/explanatory texts to examine a topic and convey information through the selection and analysis of relevant content.</p>
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**Mini-Lesson: Building Background/Activating Prior Knowledge
(20% of the Lesson)**

Vocabulary:	Elephant, traveler, creature, disturbing, flexible, pillar, furrowed, impressions, enormous, perception, expectations.
Do Now:	What is your favorite story or book or novel?
Mini Lesson: <i>Steps for Building Background</i>	<p>Start with video/PowerPoint slideshow from:</p> <p>http://www.examiner.com/slideshow/perception-slideshow-six-blind-men-and-the-elephant#slide=24115461</p> <p>When conflict arises, we have two options. We can choose to continue the conflict or to problem-solve. This parable from India deals with times when people misinterpret what is really going on and they jump to the wrong conclusions. In the case of this particular story, six blind men encounter an elephant. Listen for how each blind man perceives what an elephant looks like.</p> <p>1. Knowledge</p> <p>Teacher says or asks: Who can LIST on the white board the parts of the elephant's body that the blind people felt and as a result, how they interpreted what an elephant is like?</p>

*Students Respond: (These are the answers that should be written on board.) * Elephant's side - WALL * Elephant's tusk - SPEAR * Elephant's tail - ROPE * Elephant's leg - TREE * Elephant's ear - FAN * Elephant's trunk - SNAKE*

2. Comprehension

Teacher says or asks: Who can RETELL this story IN YOUR OWN WORDS?

Students Respond: Accept reasonable re-telling of this story.

3. Application

Teacher says or asks: DETERMINE whether any of these blind people were either telling the truth or were telling a lie.

Students Respond: Accept reasonable answers to the effect that all were telling the partial truth.

4. Analysis

Teacher says or asks: DEBATE how the blind people perceived the elephant and COMPARE and CONTRAST that to the way that we perceive what was meant by people's facial expressions, body language, tone of voice, volume of voice, and the way the people verbally express themselves.

Students Respond: Accept reasonable answers to the effect that all were telling the partial truth.

5. Synthesis

Teacher says or asks: GENERATE and PLAN a way that we can figure out what the facial expressions, body language, tone and volume of voice, and words really mean when a person appears to be sad, mad, confused, crabby, etc.

Students Respond: Ask the person. For example, "You appear to be feeling mad. Is that correct?" Then truly listen to his or her response and watch for verbal cues.

6. Evaluation

Teacher says or asks: You think someone appears to be angry with either you or someone else. You ask them about it and they claim that nothing is wrong. EVALUATE what should be your next step.

Students Practice & Apply New Knowledge (60% of the Lesson)	
Group Work and/or Independent Work:	<p>Task 1: Write an essay in which you analyze the moral of the story “The Elephant in the Village of the Blind”. In your essay analyze the events and actions that take place to support the moral of the story.</p> <p>Task 2: Write an essay in which you analyze the setting of the story “the Elephant in the Village of the Blind”. In your essay analyze the setting/scene and how it applies to the story overall.</p>
Assess & Reflect on Student Learning (20% of the Lesson)	
Share Out: <i>Assessment of New Learning</i>	Share Out/Review....
Oral/Written Reflection <i>New Learning</i>	<u>Homework: Finish the essay...</u>